

**THE UNIVERSITY OF VICTORIA
DEPARTMENT OF GEOGRAPHY**

GEOG 327: Research Methods in Human Geography

INSTRUCTOR: Dr. Jutta Gutberlet

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LECTURE SCHEDULE: Tuesday, Wednesday 10:30-11:20AM

Room: MacLaurin Building D109.

OFFICE HOURS: Tuesdays and Wednesdays 11:30-12:20PM

LAB INSTRUCTOR: Chris Fortney

E-mail: Fortnec2@miamioh.edu

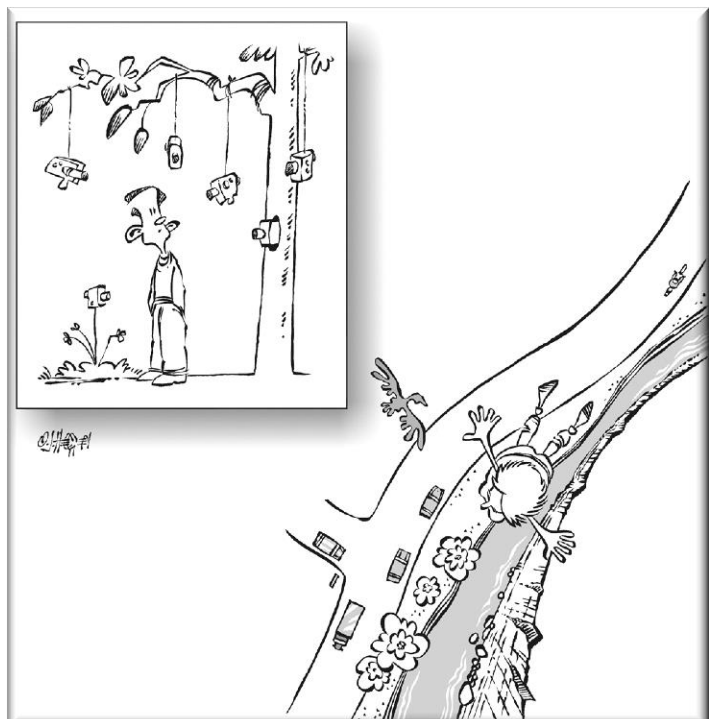
LABORATORIES: Wednesdays, Sept 10th to Dec 3rd, 2014 from 15:30 – 17:30

Room: BEC

“The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.”

CALENDAR DESCRIPTION

The course will provide an overview of the theoretical and methodological foundations of qualitative research in the various fields of human geography. A range of paradigms (e.g., ethnography, action research, narrative analysis) and data collection techniques (e.g., questionnaire design, participant observation, focus groups, in-depth interviews) will be examined and applied to issues in human geography.



COURSE STRUCTURE

There will be **two one-hour lectures each week** and a lab component.

COURSE OBJECTIVES

The emphasis of this course is on *doing* qualitative research. Therefore, it is essential that students attend all lectures and labs and participate in discussions, lab exercises, and class assignments. While we will cover theoretical issues in relation to undertaking qualitative research, as well as the place qualitative research has in academia and society, the objective of the course is to give students hands-on experience with acquiring and analyzing qualitative data. This course provides a solid foundation for students intending to use qualitative methods for conducting primary research in upper year undergraduate courses including honours theses.

The topics covered will include the role of qualitative research in the social sciences and in society, ethical issues related to qualitative research, the importance of researcher reflexivity, methods for acquiring qualitative data, ways of analyzing qualitative data, and reporting findings from qualitative research. Students will gain experience with a number of methods including questionnaires, in-depth interviews, participant observation, focus groups, solicited diaries, or photo-voice. The methods for analyzing qualitative data covered in the course will include grounded theory, content analysis, and discourse analysis. By the end of the course, you should be able to think more critically about what constitutes ‘good’ qualitative geographic research.

Specific course objectives are:

- to introduce some of the key traditions in qualitative research
- to develop an understanding of issues and techniques surrounding the handling of qualitative data
- to engage with ethical issues related to qualitative research
- to understand the importance of researcher reflexivity
- provide an understanding of the ways to collect qualitative data
- to develop basic skills and provide experience in data collection, analysis, and dissemination

Overall research topics during the semester:

**Household waste in the urban metabolism*

**Spatial representation of consumption*

COURSE TEXTS

Required:

Bryman, A., Bell, E. and Teevan, J. J. (2013) *Social Research Methods*, Oxford: Oxford University Press, Third Canadian Edition, ISBN: 9780195442960.

Additional recommended:

Aitken, S. & Valentine, G. (Ed.s) (2006). *Approaches to Human Geography*. London: Sage Publications

Creswell, J. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Traditions*, (2nd Ed.). Thousand Oaks, CA: Sage.

Flowerdew, Robin & Martin, David (Eds.) (2005). *Methods in human geography: a guide for students doing a research project*, (2nd Ed.). Harlow, Prentice.

Hay, I. (Ed.) (2010). *Qualitative research methods in human geography*, (3rd Ed.). Oxford: Oxford University Press, 222 pp.

Limb, M. & Dwyer, C. (Eds.) (2003). *Qualitative methodologies for Geographers: Issues and debates*. London: Arnold. 303 pp.

These books will serve you well throughout your academic career and I encourage you to consider their purchase for your growing library. Hay's book is widely cited among human geographers conducting qualitative research with Limb and Dwyer's book following closely behind. Aitken and Valentine's text is also a heavily relied on sourcebook for making sense of qualitative data. Creswell's book provides the necessary theoretical grounding needed to situate qualitative research in historical/disciplinary/applied perspectives.

Other additional readings:

Other additional readings will be announced in class and/or placed **ON RESERVE** in the Library or placed on the Web.

DUE DATES

Assignments are due at the beginning of the class. A penalty for late assignments is 10% per day. Failure to submit an assignment will result in the grade of incomplete. Exceptions will only be granted for medical reasons (requiring a written report from a medical practitioner stating your inability to attend class) or extreme personal crises. Exceptions can only be granted by the course instructor. Plagiarism is NOT tolerated.

COURSE / LAB ASSIGNMENTS

- **Critical Research Journal Review:** The student will choose a research article to critically review the methodology and outcomes in the specific research. The student will shortly present the article review. The research article should cover the week's lecture topic. The written assignment has a word limit of max. 1000 words.
- **Assignments during Lab:** Three assignments to be explained by the Lab instructor.

- **Research Report:** In groups of two the students will conduct a small research project and write a report (max. 2000 words) on the specific research topic, under the overall thematic umbrella. The report follows the structure as outlined:
 - Introduction
 - Methodology
 - Data analysis
 - Major findings
 - Short conclusion
- **Research Report Presentation:** Short presentation during the lab session (Lab 12).

MARK ALLOCATION FOR GEOG 327

10% Participation (Attendance and active engagement)

10% Research Journal Presentation

10% Research Journal Review

30% Assignments during Lab (3 @ 10% each)

- 1st Assignment Research tool presentation (LAB 2)
- 2nd Assignment: Oral presentation of research proposals (LAB 5)
- 3rd Assignment: Peer review of research reports (LAB 11)

30% Research Report **DUE DATE: 3rd December 2014**

10% Research Report Presentation (LAB 12)

The policies of the current *University of Victoria Calendar* will guide our grading of your work.

A+	A	A-	B+	B	B-	C+	C	D	F
90-100%	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	0-49%

Course Experience Survey (CES)

We value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey will help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

Week	Dates	LECTURE TOPIC	LAB TOPIC
1	03 Sept.	<p>Introduction to the course content, structure, and assignments.</p> <p>- Presentation and discussion of the overall research topic for the semester.</p> <p>- Sign-up sheet for student presentations posted.</p> <p>Bryman et al., 2013, Ch. 1 Flowerdew et al., 2010, Ch. 1</p>	
2	09/10 Sept.	<p>Qualitative research tradition: - Qualitative, quantitative and mixed methods approaches</p> <p>Introduction to current research paradigms - Community based and participatory research - Action oriented research - Feminist and Arts based research methods - Ethnography - Case study.</p> <p>- Definition of the groups for the research report assignment.</p> <p>Bryman et al., 2013, Ch. 2, 8, 15 Flowerdew et al., 2010, Ch. 2</p>	Introduction to the course and to qualitative research.
3	16/17 Sept.	<p>Presentation of major research tools and methods in qualitative research.</p> <p>Where to start with the research proposal? - Research design</p> <p>Introduction to Research Ethics</p> <p>Bryman et al., 2013, Ch. 3, 7, 9, 11 Flowerdew et al., 2010, Ch. 3, 4 and 5</p>	<p>Tools and methods in qualitative research.</p> <p>(1st Assignment: Presentation of research tool - 10%)</p>
4	23/24 Sept.	<p>Questionnaire design and sampling</p> <p>Bryman et al., 2013, Ch. 4, 5 Flowerdew et al., 2010, Ch. 6</p>	Critical literature review, components of research proposal.
5	30 Sep. 1 Oct.	<p>Interviews</p> <p>Bryman et al., 2013, Ch. 4, 5 and 10 Flowerdew et al., 2010, Ch. 7</p>	Research proposal writing workshop.

6	07/08 Oct.	Focus groups Bryman et al., 2013, Ch. 10 Flowerdew et al., 2010, Ch. 8	Oral presentation of research proposals. (2nd Assignment: Presentation of research proposal - 10%)
7	14/15 Oct.	Diagramming techniques and community mapping Flowerdew et al., 2010, Ch. 9	Data collection theory – Assigned readings and class discussion.
8	21/22 Oct.	Participatory and community-based research Participant observation, participant diaries Action oriented research Bryman et al., 2013, Ch. 6, 9 Flowerdew et al., 2010, Ch. 10	Data collection applied, model of an interview.
9	28/29 Oct.	Photo voice and Participatory Video Flowerdew et al., 2010, Ch. 9 + <i>Additional assigned readings</i>	Conduct sample focus group with class.
10	04/05 Nov.	Data analysis Bryman et al., 2013, Ch. 14 Flowerdew et al., 2010, Ch. 11 and 12	Data analysis.
	11 - 12 Nov.	READING BREAK – no classes	READING BREAK
11	18/19 Nov.	Data analysis (Ch. 11, 12, 13) Bryman et al., 2013, Ch. 14, 16 Flowerdew et al., 2010, Ch. 11, 12, 13	Writing workshop on research report.
12	25/26 Nov.	Textual analysis Report writing Preparation of illustrations Presenting research findings and publishing process Bryman et al., 2013, Ch. 16 and 17 Flowerdew et al., 2010, Ch. 14, 15, 17, 18 and 19	Peer review of research reports. (3rd Assignment: Draft research report critique - 10%)
13	02 Dec.	Presenting research findings and publishing process Bryman et al., 2013, Ch. 18 Research Report DUE 2nd DEC (30%)	Research report presentations (10%)